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ABSTRACT

An overview of a demonstration program in reading designed to improve students' reading skills and their attitudes toward reading at the middle school level is described in this booklet. Following introductory information about the program, the booklet lists some highlights of the program, including testing methods, student contracts, the point system, conferences, parent involvement, and ways of motivating students. Sample materials for recordkeeping and for administering the program are included in this section. The next section, "Reading and Writing Go Hand-in-Hand," discusses the use of daily journals, a "newspaper" written by reading center students, pen pal letters, and creative writing, and includes bulletin board ideas and illustrations. The following section describes evaluation philosophies and methods, and contains an individual grade report form, the current district report card, the student improvement record form, a reading attitude scale, and a diagnostic profile. Lists of suggested tests for assessment, suggested instructional materials, and publishers' addresses are also included. (EL)

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Teacher to Teacher

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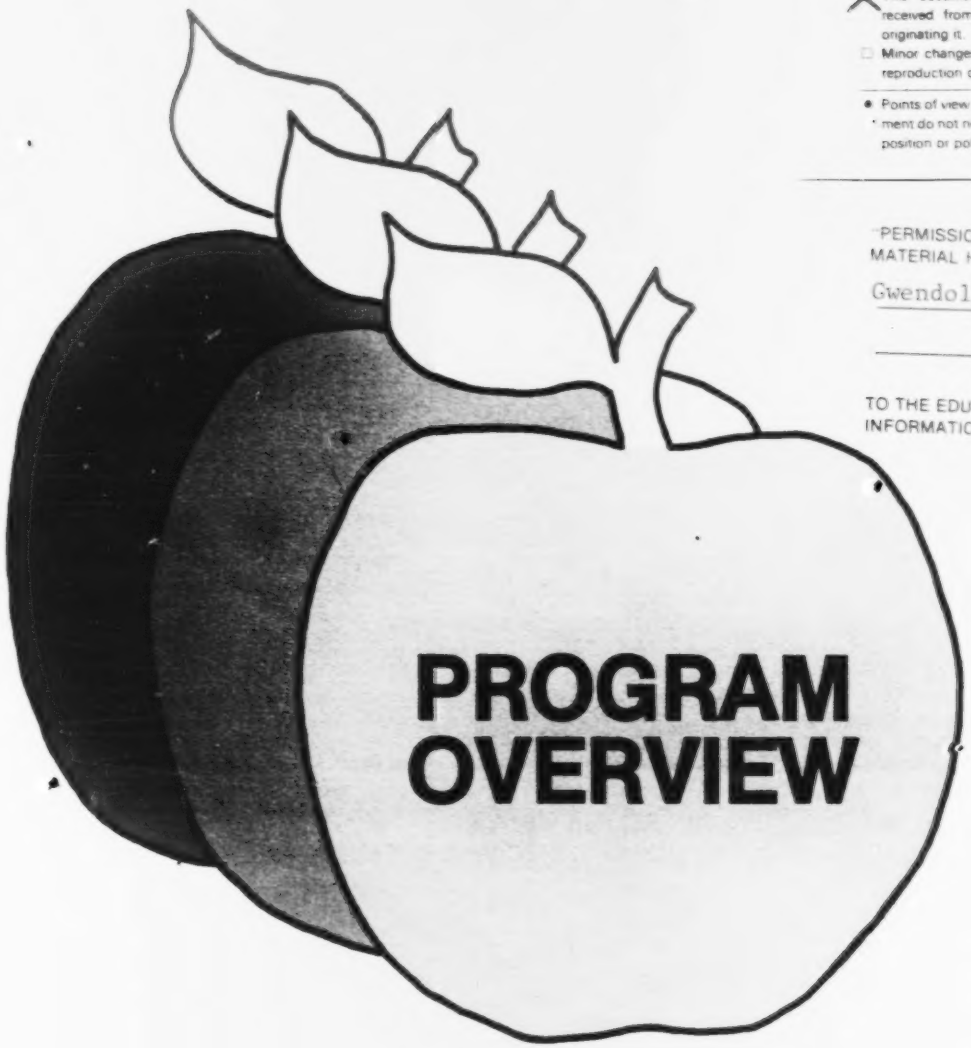

CALIFORNIA DEMONSTRATION PROGRAM
IN READING
SANTA FE MIDDLE SCHOOL, MONROVIA

CS008191

OVERVIEW OF THE DEMONSTRATION PROGRAM IN READING

Santa Fe Middle School

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Revised September, 1981

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STATEMENT OF SCHOOL DISTRICT PHILOSOPHY

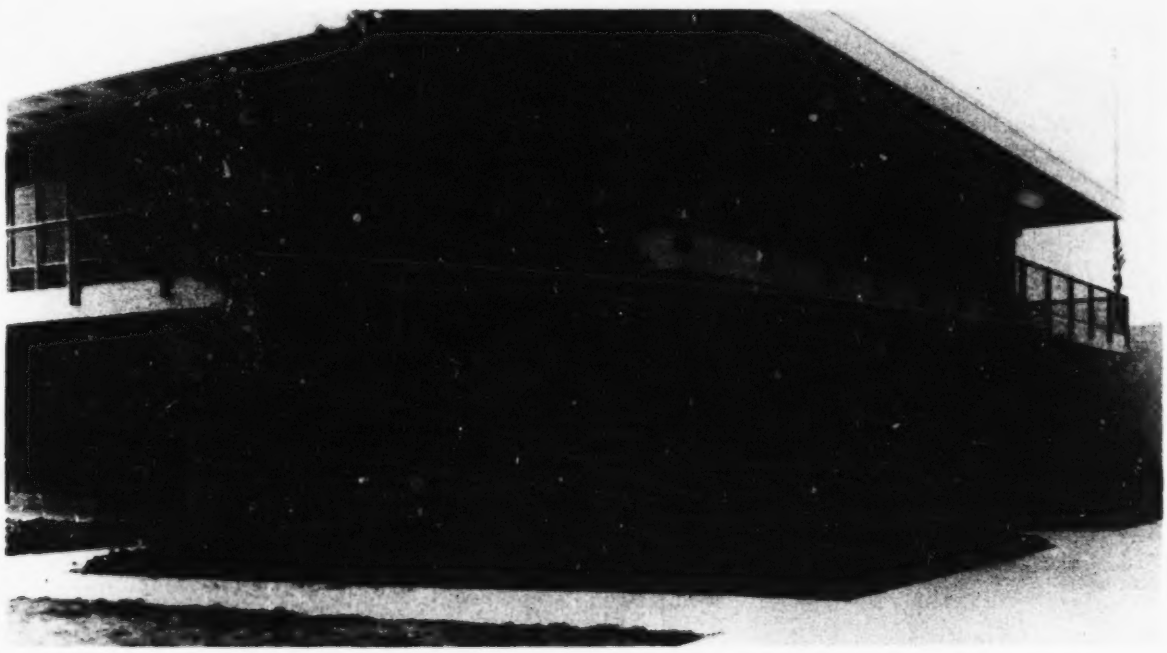
The Monrovia Unified School District exists to provide a dynamic educational environment in which the individual student can achieve his/her fullest potential.

The educational program will be comprehensive, innovative, and flexible in order to adjust to the rapid changes of today's world. It will emphasize the principles and examine the ideals and realities of our American heritage.

This education will provide a Monrovia student with the basic tools necessary for success in our democratic society as well as the means to enrich his/her life and the lives of others.

Adopted policy of the Board of Education

Adopted: November, 1970
Revised: January, 1977
Revised: October, 1978



Santa Fe Middle School

FOREWORD BY THE SUPERINTENDENT

Gwendolyn H. Collier

There are few experiences in life which equal the excitement of a young child who is learning to read. That excitement is a kind of sustenance to the busy but caring teacher.

The excitement and joy begins to fade as other interests press upon the learner but the teacher still sees the gleam of satisfaction in the eye of the teenager when a difficult reading task has been mastered.

Our Santa Fe Demonstration Program in Reading exists to kindle the excitement of the near non-reader or to retain the gleam in the eye of the pupil has he/she gains competency in reading skills.

We invite you to visit our Reading Center. Not only will you observe carefully designed and monitored instruction but you will find, also, a spirit of enthusiasm and a sense of accomplishment as staff and students work together.

We look forward to sharing with you and learning from our time together.

Gwendolyn H. Collier, Superintendent of Schools.

GREETINGS FROM THE PRINCIPAL

Robert E. Dawson

I am pleased to be associated with the Demonstration Program in Reading at Santa Fe Middle School. It is a privilege to be a part of a statewide effort to improve the reading ability of seriously underachieving students.

I extend to you an open invitation to visit our Reading Center at any time and observe the students and staff in operation.

Robert E. Dawson, Principal

PROJECT GOALS

Carol Levinski

The Demonstration Program in Reading at Santa Fe Middle School strives to improve each student's self-image and attitude toward reading.

All students are given assignments on an individual basis and are encouraged to increase their reading skills to the highest level possible. We feel everyone should be given the opportunity to develop a life-long love of reading.

Carol Levinski, Project Director

GET OUT YOUR WORK

A RELAXED ATMOSPHERE

WORKING WITH HOFFMAN

INTRODUCTION

The Reading Center at Santa Fe Middle School became a reality in January of 1973. Santa Fe was selected because a majority of the pupils had not attained normal reading achievement when compared with national norms. These students came from low income families or received aid for dependent children. Also many pupils were from transient or single parent families. The ethnic distribution has changed from a predominantly black minority to a larger Spanish-surname minority.

The academic needs of many of Santa Fe's students are critical. Priority for meeting these needs is determined by examining statistical data from CTBS (Comprehensive Tests of Basic Skills), CAT (California Achievement Test), Spache Diagnostic Reading Scales, Stanford Diagnostic Reading Test, and by relying on teacher observation and judgement.

We also attempt to determine the students' physical needs in order to help them improve in reading. All students are screened for possible hearing problems. Vision problems are discovered by using a telebinocular and the advice of a local optometrist.

Students receive instruction in the Reading Center for two years during seventh and eighth grades. Classes are heterogeneously grouped. Each student's needs are individually diagnosed and a program prescribed. A wide variety of multi-sensory, multi-media materials is utilized, as we continually attempt to provide each student with a suitable learning approach.

We recognize that individualization of instruction is an all-encompassing concept which must reach into every facet of education. The student's ultimate learning experience in the classroom is a culmination of many factors such as the community and district philosophy of education, the expertise and attitudes of both the professional and para-professional staff, the involvement of parents and community members, and the attitude and motivation of the pupils.

HIGHLIGHTS

The Reading Center is located in an air-conditioned room approximately 32' x 60' with a doorway to an adjacent classroom. Our aim is to make the Center as unlike a traditional classroom setting as possible. The carpeting, sofas and drapes really impress the students.

All students in the grade being served attend class in the Center. There is no stigma attached. The Center is not a "remedial" room! Relevant materials (from phonics to college level) are offered in the hope of meeting the needs of each pupil.

We would like to share with you some ideas we have found successful in our Reading Center.

GETTING STARTED

It is difficult to introduce individualized instruction to students long accustomed to group instruction.

One of the first steps we take is to have each student fill out the Sentence Completion Form (Figure 1). Any questions you wish to devise could be used, but the purpose is to learn more about each student. We have found that it tells a great deal about their attitudes and also reveals much about their writing and spelling skills. We use this with new students as they come in during the year also. It loses effect if you wait too long to do it because they then write what they think you want to hear.

We also have each student fill out a 3 x 5 card with their current address, telephone number, parent's name and the student's birthday. This is a convenient method for having this information at hand for parent contact and our "Congratulations on Your Day" card (see Image Builders, page 8).

So that students and their parents know what is expected of them and how they will earn their grades, we send home a copy of the Reading Center Goals and Requirements (figure 6) which the parents sign to indicate that they have read it and have understood our system of grading.

For approximately the first two weeks of class, we all work together on group activities. This gives time for testing, contract writing and getting to better know the needs of the students before they are divided into small groups. Classes and these small groups are heterogeneously mixed so that no "low" or "high" group stigma is formed.

During this time students use a simple dittoed assignment sheet where each completed activity is signed off by the teacher. The student records what has been accomplished each day by noting it at the bottom of this form (figure 2). It is an easy transition from this to an individualized contract (figure 4).

Once the small groups are formed, we gradually introduce new materials, clearly labeled, to help the students locate their contract assignments. At this stage the students are all working on the same materials, but at levels at which we feel they will succeed. Later, when the staff and students are more comfortable with the contract method, more individual assignments are possible (see sample contract, figures 3 and 4).

TESTING

Our students are required by the Demonstration Programs to take a CTBS (Comprehensive Test of Basic Skills) in October and again in May and the district requires all middle school students to take the CAT (California Achievement Test) each May.

We do not wish to over-test our students and have found that teacher observation is often more valid than a standardized test. If a student enrolls after the testing is completed we usually give him/her a WRAT (Wide Range Achievement Test) or a simple placement test from one of our kits ("Reading For Understanding" by SRA). This enables the teacher to start immediately giving assignments to the new student. We tell all our students that we will adjust their assignments if necessary.

If a student is reading more than two years below grade level and we wish more information we may then administer the Stanford Diagnostic Reading Test or an individual Spache Diagnostic Reading Scales test. These are time consuming but more accurate methods of assessing student needs.

STUDENT CONTRACTS

The chief vehicle by which each pupil receives individualized instruction is the two to four week student contract. The length of contract is determined by the staff after working with the students and learning their capabilities. We usually build up to the four weeks.

Five minutes before the end of the period, a teacher blinks the lights. This is a signal to the student to return to his/her seat and record on the back of the contract what was accomplished that period (see figure 4). Points are awarded by the teachers at this time. When a contract is completed, the student and teacher review it together, do the "grade check" and sign it.

POINT SYSTEM

The Reading Center Staff has tried to emphasize a positive approach to learning. Students receive points for completing contracts (see sample contract, figure 4). They also earn points for positive behavior. A designated number of points earns the pupil a field trip. Each year before Christmas, students and staff visit Olvera Street, the first street of the historic pueblo of Los Angeles. We also work for end-of-the-year field trips, which have included such places as Disneyland, Knott's Berry Farm, the Los Angeles Zoo and a cruise of the Long Beach Harbor. The aim of these motivational trips is to be educational as well as entertaining.

MUNICIPAL COURT

We have also taken small groups of students to visit the Santa Anita Municipal Court in Monrovia. This proved to be highly educational. Stimulating group discussions followed each visit. The Los Angeles Criminal Court was another exciting trip. The Lawyers' Wives Association will give a tour for fifty students and then allow them to sit in on criminal trials.

PROOF READING

When two of our "low" readers discovered a printing error in one of the Hoffman Company's books, they were encouraged to write a letter to the company. We received an invitation to tour the Hoffman plant and the students saw how their reading materials were published. As a result, all of us became proof readers. This has also been an excellent letter writing experience.

MURALS

Students from the Reading Center designed and painted two large murals to brighten the school's locker area. Using an ecological theme, we held a contest to choose the best designs. When the murals were completed the students had a ceremony dedicating them to the school. Any appropriate theme can be used; such a project can be easily done by utilizing student talent and has the advantage of involving students in the beautification of the campus. This, we believe, greatly enhances the student's interest in keeping the campus free of litter and graffitti.

TUTORS

Some of our students tutor elementary pupils, both in the Center and at a nearby grammar school. We have found that both our capable pupils and our remedial readers love to help others who read at a lower level than they do.

POT LUCK DINNERS

We have held Pot Luck dinners for the families of our students. The entire school is involved in these affairs with the Art Department preparing decorations, the Drama and Music classes performing and the Home Economics Department helping to cook and serve.

IMAGE BUILDERS

We maintain a monthly list of student birthdays so that we may give them (unless their religion prohibits) a dittoed card of congratulations from the staff on their birthday. This is a simple but effective way to show we care about them. Spotlighting a different student each week is another method of enhancing the student's self image. Students try to guess who the spotlighted student is by his/her description, interests, likes and dislikes.

MOST IMPROVED READER

Our school year ends with the presentation of a certificate of achievement to each participant. A trophy is given to the student who has shown the most improvement in reading, based on the pre- and post CTBS test.

TYPEWRITERS

We are fortunate to have typewriters which students are encouraged to use. They enjoy typing their assignments such as vocabulary words, Pen Pal letters, short stories and creative writing. Typing charts are displayed and students are urged to use proper fingering.

BILINGUAL PUPILS

In the bilingual program we stress vocabulary building, conversational English and spelling. While some pupils work on the Hoffman Phonics Program in Spanish and English, others read or receive special help from the teacher.

READING GAMES

We have a Games Day about once a month; also, we have found a Game Day to be an effective reward for the class which earns the most points in a week. The students love the challenge of a competition. For this, we use popular commercial games (see Suggested Materials, Commercial Games, page 39) and our teacher-made games. The teacher-made games are designed to be open-ended so that any skill may be reinforced. Our "Games For Skills" book contains many of these games and may be obtained on request.

SILENT READING

Recently we started "Silent Reading Friday," a day when students and teachers all read together. It is a very relaxing and enjoyable way to end the week. It can also be very challenging to find materials for reluctant readers to use. Some of these are suggested in our Materials List found at the end of this book.

PARENT INVOLVEMENT

Our policy is to try to involve parents whenever possible. We have several parents who have volunteered time in the Reading Center. Some work with individual students while others prefer to help make reading games or to assist with clerical works. We have scheduled parent conferences, but maintain an open door policy at all times.

CONFERENCES

To facilitate dissemination of new materials and techniques, and to share ideas, Demonstration Programs Conferences are sponsored each spring by the California State Department of Education. Teachers, administrators and parent volunteers are invited to become familiar with the Demonstration Programs and to broaden their knowledge of successful techniques which can be used to teach reading. We look forward to implementing many new ideas gained at these conferences.

ATTENDANCE

We try to encourage good attendance by noting in students' journals that they were missed when they are absent and by making phone calls to the home to ask how they are. We also give award certificates for perfect attendance each quarter.

BOOK OF THE WEEK

We try to feature several books during the week by discussing them briefly and then displaying them. Students also offer their favorite books for sharing. These books are then available for check-out on Friday. We also have a card file entitled "All About Books" where students can look up descriptions of our books written by staff or other students.

WORD OF THE WEEK

A new vocabulary word is introduced on the board each day, mentioned often in class discussion and the students are encouraged to use it in their daily journals. A quick quiz on Friday is given to determine if they learned proper usage and spelling.

SPEAKERS

We try to have outside "experts" come occasionally to talk to our classes. We have been privileged to have a volunteer from the Braille Institute show our students how to read Braille. A retired teacher who volunteers at the Institute prepared a Braille quotation for each student to decipher as they learned the symbols of the Braille alphabet. A typing teacher came to give a lesson to show proper usage of our typewriters and an author from Hoffman Education Systems came and discussed story ideas with our students. Many retired people love to be asked to share their knowledge.

READING AT HOME

All of our students are encouraged to begin a habit of reading for one-half hour each day at home. They take a calendar home each month and return it at the end of the month with notation of material read each night, time spent each night and parent signature. Completing this calendar earns a free paperback book for the student.

The parents are sent a letter explaining the program, including tips for helping their student improve reading skills (figure 7).

SUPPORTING THE LIBRARY

Through the cooperation of the local librarian the Reading Center receives monthly bulletins from the Monrovia Public Library. Our students do volunteer work in the Children's Library, join the Book Club and attend movies and other special events.

SANTA FE READING CENTER
MONROVIA

SENTENCE COMPLETION

NAME _____ DATE _____

COMPLETE THESE SENTENCES AS QUICKLY AS YOU CAN

1. I like stories about _____
2. I like people who _____
3. I like to make _____
4. I wish _____
5. It is hard to _____
6. My appearance _____
7. If I fail _____
8. I would make enemies if _____
9. My school work is _____
10. I am really loved by _____
11. When I lost my temper _____
12. I was scolded when I _____
13. I like myself when _____
14. When I am punished, I usually _____
15. I don't understand _____
16. My mother liked it when _____
17. My friends _____
18. I like girls who _____
19. Some teachers _____
20. Other boys and girls _____
21. I like to play _____
22. Smart people _____
23. In school I act _____
24. My brothers and sisters _____
25. If I were older _____

FIGURE 1

READING CENTER CONTRACT

NAME _____ PERIOD _____

ASSIGNMENT	DATE COMPLETED	INITIALS
Rules Returned		
Student Card		
Categories		
Attitude Scale		
Coopersmith		
Magazine		
Sentence Completion		
Pen Pal		
Who Am I?		

POINTS - RECORD WHAT YOU DO EACH DAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

FIGURE 2

PERIOD 1

NAME Suzie Student

TO BE COMPLETED BY May 31, 1976

POINTS _____

ACTIVITY	ASSIGNMENTS	COMPLETION DATE	TEACHER'S INITIALS
HOFFMAN	① Album 100-50 ② Read Grease Booklet ③ Do Helps page	① 5-21-76 ② ③	CR.
R. F. U.	#35		
R. I. C.	Book B — Pages 14-15 " 16-17 " 18-19		
S. R. A.			

PLEASE WRITE WHAT YOU DO EACH DAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				Silent Reading
				Game Day

FIGURE 3: Sample student contract. This is an incomplete sample contract used in the Reading Center. A few assignments are listed to show usage. Each two week contract is a different color with students designing the illustration. This is a simple contract for use when materials are limited and students are new to the individualized methods of instruction.

NAME Stuart Student PERIOD 1 CONTRACT POINTS 100

CONTRACT # 2 COMPLETION DATE 7 Oct. 6 CONTRACT GRADE B

INSTRUCTIONAL MATERIALS	ASSIGNMENT	DATE	GRADE	INITIALS
AUDIO-VISUAL Hoffman Hoffman	1. Album 2. Read 3. Helps 1. Album 2. Read 3. Helps			
Cassette Tape	Lines 95, 96	10/26	A	RC
Controlled Reader				
Tach-X	Nednesdays	10/27	A	RC
VOCABULARY Picto-cabulary	Units 1-3	11/2	B	RC
Word Craft/Word Clues				
COMPREHENSION Specific Skills Main Idea Units 1-3 Facts Conclusions Locating the Answer	Context Sounds Sequence Directions	11/5	C	RC
Supportive Reading Skills				
Reading For Concepts	Book C page 15 page 17 page 9	11/4	B	RC
Dimensions	section card section card			
SRA Kit Color	number			
RFU	number 20 ○◇□△	10/25	A-	RC
Action/Double Action	Book pages			
EDL				
Map & Globe, level	card card			
Reading Attainment System				
Timed Readings	McCall-Crabbs 3	11/3	A	RC
Short Stories				

FIGURE 4: Completed sample contract showing 2 week assignments.

WRITE WHAT YOU DO EACH DAY:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY*
R.F.U. 10 pts	Clues 10 pts	Tach-X 10 pts	Absent	Read 10 pts
Picto - 10 pts	McCall-Crabbs (No pencil) 9 pts	R.F.C. (No pencil) 9 pts	Main Idea 10 pts	Read 10 pts

*SILENT READING

DATE	BOOK	PAGES READ
10-29	STar Wars	P. 14-22
11-6	Star Wars	P. 50-65

GRADE CHECK	YES	NO	COMMENTS
1. I have written in my Journal each day	✓		
2. I have earned all my points each day		✓	NO PENCIL
3. I have been prepared for class each day		✓	NO PENCIL
4. I have been respectful in the Reading Center	✓		
5. When absent, I've made up my work	✓		READ AT HOME - A.C.
6. I have made up behavior points after school	✓		11/5 - A.C.
7. I have read during silent reading	✓		
8. My contract grade is B			

COMMENTS: Stuart will remember his pencil! He did a good job on his assignments!

TEACHER'S SIGNATURE Mica A. Crawford STUDENT'S SIGNATURE Stuart Student

FIGURE 5: This is the back side of a completed contract

DEMONSTRATION PROGRAM IN READING
Santa Fe Middle School

The Demonstration Program in Reading is a specially state-funded program aimed at assisting all eighth grade students to improve their reading and their attitude toward reading.

OBJECTIVES:
1. Students will increase reading achievement by one year.
2. Students' attitude toward reading will improve.
3. Students' self-esteem will improve.
4. Every student will have a daily writing experience.
5. Every student will have a prescribed program based on need.

GRADING:
1. Students will be evaluated by individual daily assignments.
2. Grading will be done by averaging grades based on percentages: A = 90%; B = 80%; C = 70%; D = 60%; F = 59%
3. Daily writing experiences and participation in group work will also be expected.

REQUIREMENTS:
1. Absences will be made up within a week by reading at home or requesting assignments.
2. Each student will be in his/her seat and ready to work when the tardy bell rings.
3. Each student will show respect to others and to the equipment in the Reading Center.
4. Students must maintain daily points (10 per day) in order to be eligible for quarterly activities. Points lost may be made up before or after school.
5. All books checked out are due in two weeks. Lost books will require a 75¢ replacement fee or a suitable replacement book.

. . . . . .

(detach and return)

Dear Parent,

Please read the above and sign at the bottom of this page as an acknowledgement of the Reading Center requirements and return it to us.

The Reading Center has a "Reading at Home" program which allows your student to earn a free book by reading at home at least one-half hour each day for a month. We hope you will encourage your student to participate in this program.

If you have any questions about the Reading Center and its program, please call us directly at 359-7946.

Thank you,

Carol Levinski

Carol Levinski, Project Director

. . . . . .
Student's Name

. . . . . .
Parent Signature

FIGURE 6

HELP US TO IMPROVE YOUR STUDENT'S READING

The home attitude toward reading is a most important factor in developing reading skills. A student who understands that his/her parents are interested in education and want their child to succeed in school will learn more quickly and retain what has been learned.

Parents can reinforce reading skills in many ways. Home reinforcement need not be elaborate; easy tasks, frequently repeated, are often the most effective.

The following are some ways to help improve student reading skills at home.

1. Students who have parents who set good examples in reading tend to enjoy reading. If a child sees an adult reading and enjoying it he/she will see the value of it. Try to help your child by having reading materials - books, magazines, newspapers - available.

2. Look for used book sales that the public library sponsors yearly. Not only will you help support the library, but you can purchase books very reasonably at these sales.

3. Check library lists which show popular selections for your student's age and interests.

4. Encourage your student to purchase books through school reading programs.

5 Have your student read to you from the newspaper. Read Dear Abby, the funnies or the sport section, whatever is of interest to the student.

6. Give a subscription to a popular magazine to your student. An up-to-date dictionary is another good gift suggestion.

7. Work WITH your student - have him/her read part of their assignments to you. Or, take turns and you read a paragraph or two and have your student listen.

8. Let the older child read stories or play reading games with younger brothers and sisters.

9. There are many word games which are fun as well as instructive. Scrabble, Password, Dig and Scan are good examples. Word search puzzles are fun also.

10. Writing to someone in another part of the United States or a foreign country is an interesting experience. Save foreign stamps and try to find out what the pictures represent.

11. Discourage constant TV watching. There are often TV specials or educational shows which are entertaining and informative. Watch TV with your children. Ask them about the characters. Ask them to define words used on the show.

12. Encourage your child to have at least one-half hour quiet time each day for reading. Ask your student open-ended questions about what he or she is reading. For example:

    Tell me about the character.
    What do you think about . . . . . .
    What would you have done if . . . .

13. Finally, try to make the time your student spends at reading and the time you share with him/her a pleasant time. If you and your student relax and enjoy yourselves, you will both be richer for the experience.

(Note: a Spanish language version of the above is available upon request.)

FIGURE 7

READING AND WRITING GO HAND-IN-HAND

DAILY JOURNALS

The idea of keeping daily journals is introduced by reading several chapters from Anne Frank: The Diary of a Young Girl. Discussion of the war during Anne's life and showing a film about her intrigues the students. We point out that she was about the age of our students when she went into hiding and stress the fact that this was a true accounting of her daily life. Many of our students use Anne's ideas of naming her journal and write to them as she did in her "Dear Kitty." To assure the boys that this is not strictly a girl's activity, ships' journals and those kept by correspondents and famous people are discussed.

We use composition books in which each student writes daily entries. We find this to be an excellent way to get to know our students. The pupil's work is never corrected and he or she is assured that it will not be seen by anyone but the teachers. Students become involved with journal writing and sometimes express to the journal what they cannot express to another human. We allow them to express anger at parents, friends or the world in their own language (which shocks sometimes!). We emphasize, however, that constant profanity for its own sake is not acceptable.

We prompt the reluctant writers by giving story starters. A typical starter message might be,"It is a beautiful, clear Friday. Over the weekend I plan to . . . . " This not only helps encourage correct spelling, but we can also get information to our students. For example: "Today is minimum day. We get out at 1:15 and I can't wait to . . . ."

We have used weekly themes to encourage healthy character development. This is done with various topics each week such as patience, gratitude, courtesy and is used in different ways each day. "My parents would be more patient with me if I . . . ."

PAPER CLIPS

In addition to the regular school newspaper, the Reading Center publishes "Paper Clips." It is written by the Reading Center students and contains poetry, short stories, items of interest and school and Reading Center information. We attempt to feature articles written by students who may never before have published an article. The paper is also used to spotlight new students and students who appear to need some image-building.

An issue concerning drug abuse was well received by parents and educators. ("Scholastic Scope" magazine was used as a resource by the students.) One parent, because of her interest in an organization campaigning against youthful alcoholism and drug addiction, sent samples of this paper to several states.

PEN PALS

Our students write pen pal letters as a method of reinforcing letter writing skills. The writing becomes less of a chore because we really mail the letters to a pen pal clearing house.

After the letters have been mailed we put up a world map and wait for the responses to our students' letters. Our students have had pen pals from France, Iran, Malaysia, Greece and Argentina. They check the map each day to see what new countries have been added.

Students wishing a pen pal should write a letter to "Dear Pen Pal" and include name, address, sex, special interest and preferred sex of the pen pal with whom they wish to correspond. Mail the pen pal letters to:

Dear Pen Pal
Big Blue Marble
P. O. Box 4054
Santa Barbara, California 93101

Students in the eighth grade or above who are studying about Asia or Africa may obtain pen pals from these areas by writing:

Robert Carroll
Box 271
Kingston, New York 10401

An alternate method of Pen Pal writing is to have one English class write to a similar class in another school or school district.

CREATIVE WRITING

As an alternative to journal writing, we have begun asking our students to write a short creative paragraph at the beginning of each period. We first give them a pre-test by asking them to write a paragraph on a given topic. After grading and noting where they need improvement, we give them a sample of a paragraph stressing form. The following is an example:

"The paragraph you write should have a minimum of five sentences. Watch your margins and remember to indent the first sentence the space of five letters. Use the 'who, what, why, when, how, and where' format to give you ideas. You will receive two grades- one for doing the assignment for four (4) days and one for grammar on your final copy. Carefully proof the paragraph you wish to have graded."

Their assignment is given so they understand that they will write a paragraph each day. On Friday they will pick their best work and staple it on top of the other three and turn them all in for grading. Students do not write a paragraph on Friday; that is their opportunity to proofread and make a final copy of their best effort. Grading is shown as follows:

MEETING CONTRACT ASSIGNMENTS	GRAMMAR
A = all four paragraphs	A = 1 - 2 errors
B = three paragraphs	B = 3 - 4 errors
C = two paragraphs	C = 5 - 7 errors
D = one paragraph	D = 8 - 12 errors

PAPER CLIPS

Santa Fe Middle School
Reading Center
Monrovia, California
357-1137 - Office

Robert Dawson, Principal
Fran MacWhirter, Director
June, 1976
359-7946 - Reading Center

SARAH T._____

Recently, the Scholastic Scope Magazine published the teleplay, Sarah T., Portrait of a Teenage Alcoholic, which many of the 8th grade students read. As an outcome, several wrote their reactions to the drug problem. The Reading Center is pleased that the students have such clear insights into the dangers of drugs and alcohol.

We'd like to share several stories with you.

TEENAGE DRINKING HABITS

A recent study was made of almost 10,000 teenagers in a large city. The study found that about 4 out of 5 teenagers drink.

Most of them drink only on special occasions. And most do not drink so much that they lose control of the way they act.

But, according to the study, about 3 out of 25 of the teenagers have drinking problems. They are either alcoholics or could easily become alcoholics.

Teenagers drink because they think they'll be able to do anything they please, and they think it does not do any harm to them. Some adults seem to share this attitude. They may see or hear about a drunken teenager and say, "At least they're not on drugs."

by
Jean Pierre DuPont

I think that teenage drinking is caused by the parents because they are the people that the teenagers see drinking. They take after them because if the adults drink the teenager thinks it is okay for them to drink. So they start to drink whenever they want to, and act like their parents. Some teenagers don't like to drink and some do. Teenagers once they get addicted to drinking can't go a day without booze. Other teenagers only drink on special occasions and some don't drink at all. But when you get addicted to drink, and someone you know knows you have a drinking problem let them help you.

by
Ruben Ramirez

Drinking is very dangerous. It's like a drug. Why some people start drinking is because they are nervous or shy. Maybe it relaxes them. Once they start it's hard to stop. So if you want some advice don't start drinking and you won't have to worry after stopping.

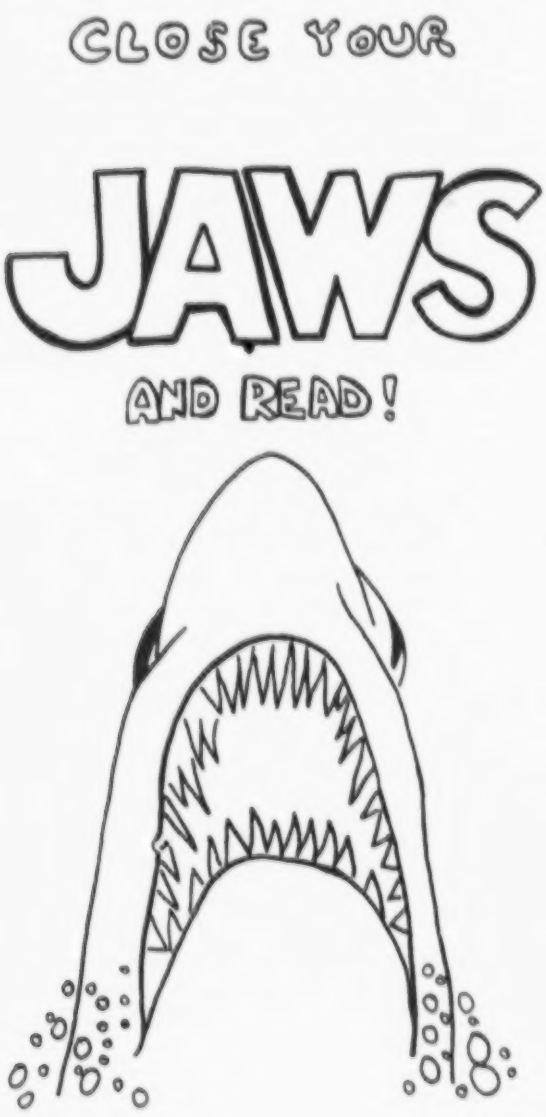
by
LaDonna Holt

FIGURE 8: "Paperclips" - a publication produced by students

BULLETIN BOARDS

Bulletin Boards make a real contribution to the learning environment of the Reading Center. Following are descriptions of some of our favorites.

JAWS



HAPPINESS IS . . . . .

We devise a bulletin board using the theme, "Happiness Is . . . " The students are asked to complete that phrase in their own words. They do this on brightly colored 4" x 4" note papers which are arranged in patterns on the bulletin board. Many pupils illustrate their thoughts by drawing on their papers with felt-tip marking pens.

Other thoughts could be used: Prejudice Is . . . Love Is. . . Injustice Is. . . and so forth. The results are well read by all our students and visitors. This makes a bright, attractive and simple bulletin board.

STAND OUT IN A CROWD

Our classes enjoy participating in the creation of bulletin boards and this makes our job easier. We start with a large cartoon character standing on a pedestal wearing a gold medal for READING. The students are then asked to draw small cartoon characters of their own to put around the large central figure. The caption reads," STAND OUT IN A CROWD - READ!"

FAMILY TREE

We make a large construction paper tree and use annual pictures of our students on the leaves. They love it.

THE ROAD TO SUCCESS IS ALWAYS UNDER CONSTRUCTION

A road going off in the distance gives the students a opportunity to draw vehicles of all types. This is done for bonus points when their contracts are completed.

SAGACIOUS SAYINGS

We borrowed an idea from Confucius and some sayings from the Reader's Digest. Instead of Confucius, we use Cagey Cougar, our School mascot.

Cagey Cougar says:

1. Frustration is having no one to blame but yourself.
2. The world's biggest room is the room for improvement.
3. Ignore learning and no one will be the wiser, expecially you!
4. The impossible is often the untried.
5. Silence is one of the hardest arguments to refute.
6. If you wouldn't write it and sign it, don't say it.
7. When all think alike no one thinks much.
8. Procrastination is the thief of time.

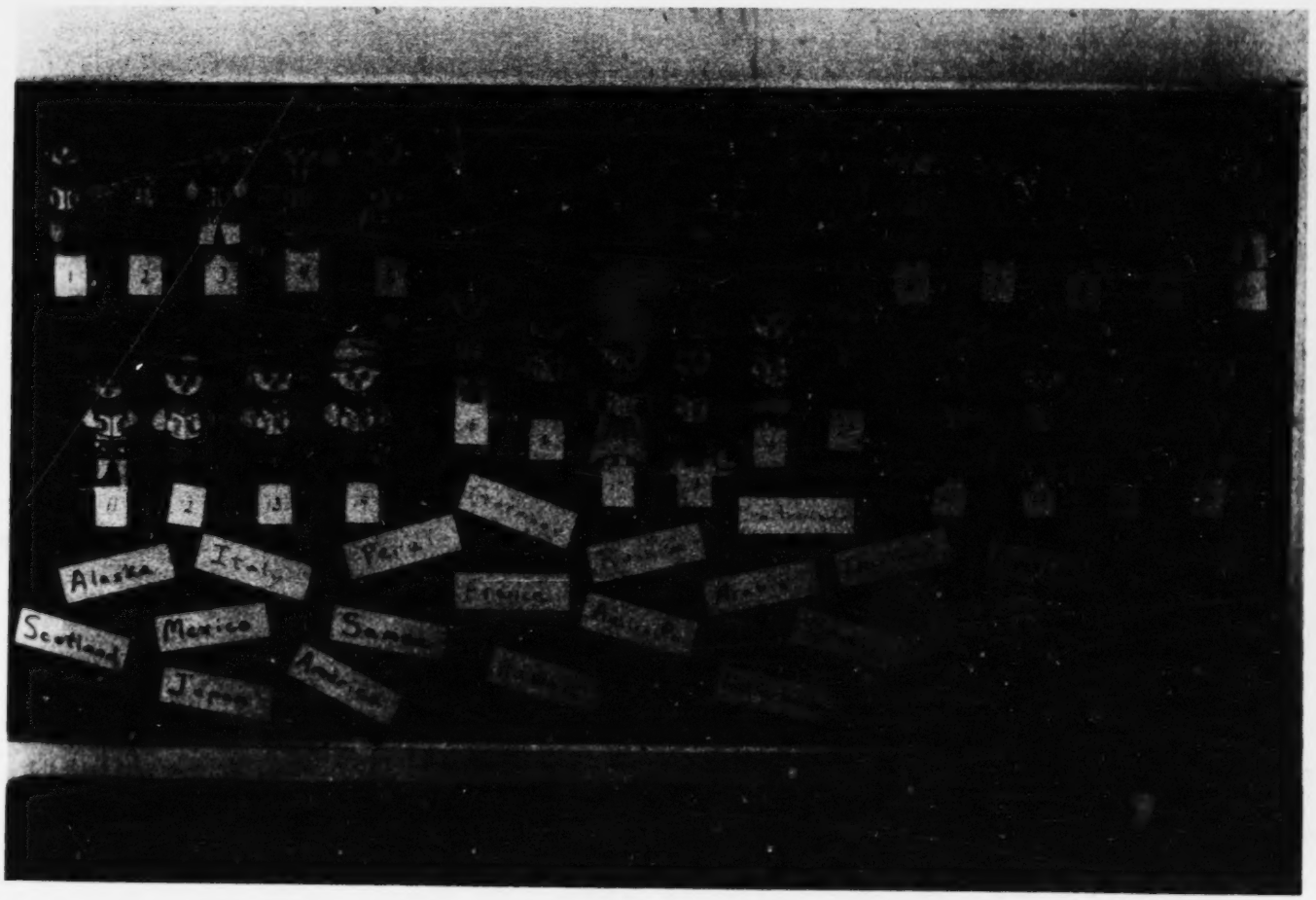
RESPECT

Each day, with no comment to the students, we put up one line of the seven below. The first letter of each line is done in red for emphasis. The students are extremely curious, especially after they discover that the letters are not spelling READ. Later, when the message is complete, it serves as a useful tool when the students are not showing respect. The student is quietly reminded to read the appropriate line.

R efusing to call others names
E mphathizing with another's feelings
S eeing another's side of a situation
P racticing consideration and thoughtfulness
E xerting effort to understand others
C aring and letting others know I care
T aking time to hear what others say

IT'S A SMALL WORLD

Twenty-four characters from all the world decorate the bulletin board. Number each figure on the board to correspond with the descriptions and allow the students time to discover the correct answer. We show a model of one "Small World" character (see figure 9); a complete set is available upon request.



IT'S A SMALL WORLD

1. On March 17, we celebrate a special day for my country. A bitter religious war has torn my people apart. I'm from .....

2. My island has a boy's name for the first three letters. It is an American possession. It is located in the South Pacific Ocean between New Zealand and Hawaii. I'm from .....

3. My country was named for the Aztec god of war. It is one-fourth the size of the United States (without Alaska and Hawaii). My country was a civilized Indian country long before Columbus discovered America. I am from .....

4. My people have a reputation for being exceedingly thrifty, cautious and careful of detail. Andrew Carnegie, the famous American Industrialist, was born in my country. The name of the country I come from is .....

5. My country was first inhabited by Indians. It has been called a "melting pot" of many nationalities. A civil war scarred the country for four bloody years. I am from .....

6. My country is smaller than California yet it has about five times the population. It is noted for its art and industry. A terrifying destruction hit my country on August 6, 1945. The country I am from is .....

7. After two World Wars, my country is a divided land. It is located in the heart of Europe. My country has produced many fine scientists. I'm from .....

8. The Andes are located in my country. It is the third largest South American country. It stretches for 1,400 miles along the Pacific coast south of the Equator. The name of the country from which I come is .....

9. I am from the largest country in the world. It ranks third in population, behind China and India. My people do not have a free way of life as do the people in the United States. I am from .....

10. My country is Europe's oldest unified nation. It is the second largest country in Europe. The Alps rise to their greatest elevation in my country. I am from .....

11. I am from a state in the United States. My state is world famous for its beauty and pleasant climate. My people give greetings by saying, "Aloha." I am from .....

12. My country occupies part of the mountainous core of Europe. Its capitol is Vienna. Ludwig Van Beethoven, Wolfgang Mozart and Johannes Brahms were great composers from my country. I am from .....

13. My country's name means "lowlands." It has a second, more popular, name. It lies on the western coast of Europe. My country has waged war with the sea throughout its history. Give the two names for my country ..... and .....

14. My mountainous country is one of the most beautiful in the world. I have expert industrial workers who make valuable products such as watches, machines, and scientific implements. Banking is important in my country. I am from .....

15. I am from the only country that occupies a whole continent by itself. Many unusual animals come from my country. Name two animals: ..... and .....
The name of the country I come from is.....

16. I come from one of the hottest and driest lands on earth. My most important resource is greatly needed by your country. I am from .....

17. My country's leading industry is agriculture. It is over-populated. The famous Taj Mahal is located here. I come from .....

18. The name of my country means "land of the free." It has a tropical climate. We occasionally find a white elephant which is held sacred. My people originated from China and we are ardent Buddhists. My country was long known by another name. I'm from .....

19. My country is a little larger than Kansas. Its ancient name is Chosen. The Sea of Japan and the Yellow Sea are on either side of my country. I am from .....

20. My country is very big. It crosses both the Equator and the Tropic of Capricorn. Its fertile, well-watered land yields most of the world's coffee. I am from .....

21. My country is a gateway between two continents. Ships sail through from the Black Sea to the Aegean. Our importance in world affairs is largely based on possession of this passageway. The most valuable export is tobacco. I am from .....

22. I am from one of the fifty states. My state's name means "mainland." It is so large that when it became a state in 1958 it increased the United States by one-fifth. I'm from .....

23. My proud country once ruled nearly half the world. Now we are a backward country but are working to improve. The giant Pyrenees mountains are in my country. Gibraltar is located on my country's coast. I am from .....

24. My country is known for its shape. Mt. Vesuvius is located within its borders. My people have strong feelings for the arts and have produced some of the world's greatest painters and sculptors. My country is.....

SMALL WORLD ANSWER KEY

1. Ireland
2. Samoa
3. Mexico
4. Scotland
5. America
6. Japan
7. Germany
8. Peru
9. Russia
10. France
11. Hawaii
12. Austria
13. Netherlands, Holland
14. Switzerland
15. Australia
    Kangaroo
    Wallaby
    Koala
16. Arabia
17. India
18. Thailand (Siam)
19. Korea
20. Brazil
21. Turkey
22. Alaska
23. Spain
24. Italy

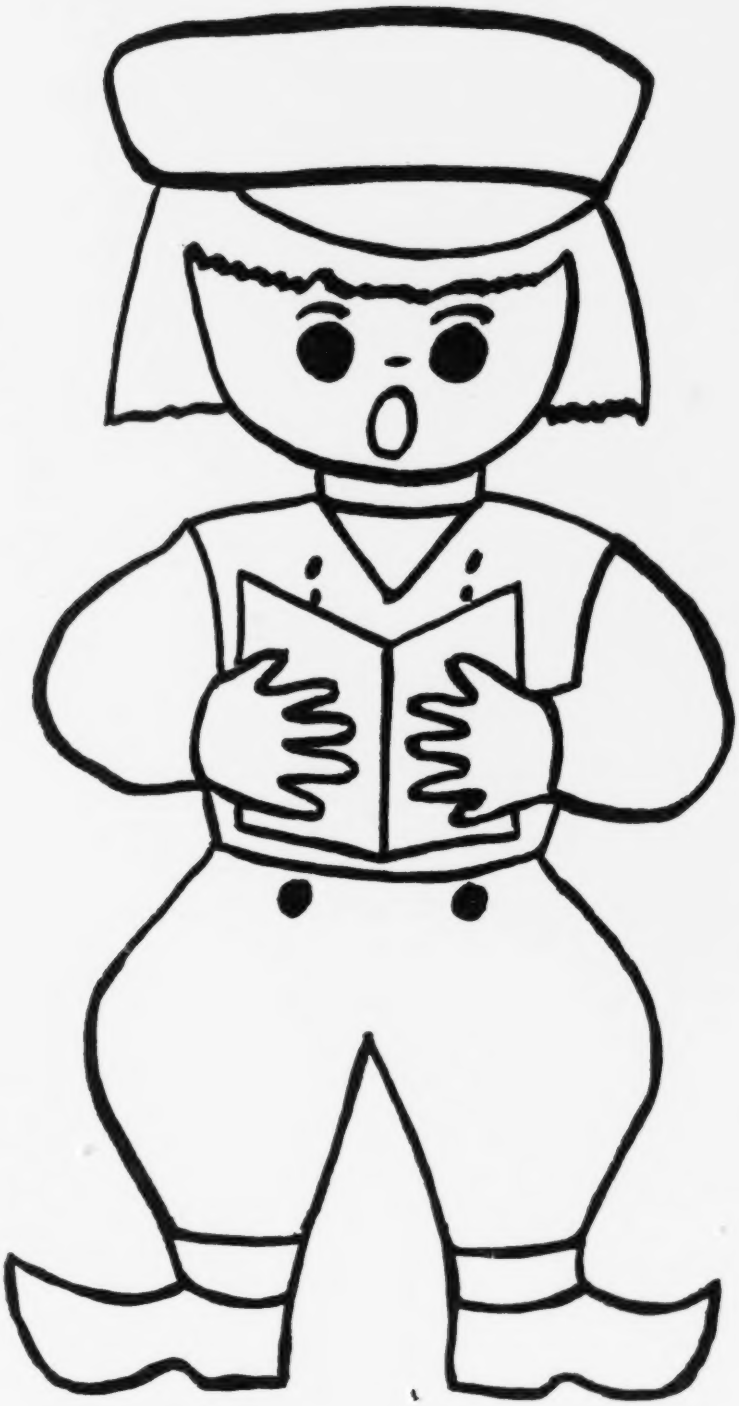


FIGURE 9: Sample of Small World Figure (complete set available upon request)

EVALUATION

Evaluation is an important part of the Santa Fe Reading Center. It provides diagnostic information to teachers and positive reinforcement for students.

SAMPLE EVALUATION FORM

The Reading Center staff believes that students should not be penalized by receiving a poor grade just because they are below grade level. A prescribed lesson at each student's diagnosed reading level helps encourage success. The grade given is commensurate with the student's effort. For some students this is the first time they have received a grade which has not indicated "failure." This satisfies one of our aims which is to turn feelings towards reading from negative to positive. It is for this reason that we devised the Grade Report shown in Figure 10.

The teacher and pupil make the evaluation together so that he or she is well aware of his/her progress or need for improvement. Both students and teacher have the opportunity to make comments in regard to the students' accomplishments.

Each report is printed in triplicate. The original copy is mailed to the parent, the second is placed in the student's file at the Reading Center and the final copy remains in the permanent Cumulative Folder.

Parent response to this Grade Report indicates a better understanding of the students' academic needs.

STUDENT IMPROVEMENT RECORD

The Student Improvement Record (Figure 12) is designed to motivate the student to achieve his-her highest potential during the Reading Center period.

Although there are rules governing behavior in the Reading Center, students need to be constantly aware of the necessity of adhering to them. The SIR focuses the student's attention upon certain thoughtless patterns of behavior. These bad habits prevent them from working on their contracts or enjoying the numerous interesting resources of the Reading Center.

The SIR helps the student to accomplish a specific item needed for improvement in the Reading Center during a given period of time. The teacher offers suggestions that will help the student achieve his/her goal. Both sign the agreement and set the day for beginning it. Thereafter, the teacher assigns credit points for achievement. A single profile indicates the degree of success achieved.

READING ATTITUDE SCALE

The Attitude Scale (Figure 13)* is used to measure only one thing - how the student feels about reading. The scale may be used as a pre and post measurement of a pupil's attitude toward reading. After scoring student responses, we attempt to improve their feelings about reading through counseling, positive reinforcement and successful experiences in reading.

The student checks the statements with which he/she agrees. He/she may check as many or as few statements as he/she wishes. The average score of the sentences checked is then found by using the numbers to the left of each question. (Add and divide by the number checked.) 5.5 is neutral. Below 5.5 denotes a favorable attitude. 0 is extremely favorable and 11 is extremely unfavorable. A student with a 6.7 pretest score and an 4.8 post-test score demonstrates a positive change in attitude.

DIAGNOSTIC PROFILE

We use the Diagnostic Profile (Figure) as a method of recording group and individual test scores, physical and personality factors. The student's academic needs and any other specific problems are noted. All information is kept current and confidential.

This profile becomes extremely valuable when students change teachers within the Center or when a teacher is conferring with a parent.

Source: *Graham, Harold V. DIAGNOSIS & REMEDIATION FOR TEACHING READING IN THE SECONDARY SCHOOL, 1973, Syllabus, C.S.U.L.B.

References:

Edwards, Allen I. TECHNIQUES OF ATTITUDE SCALE CONSTRUCTION. Appleton Century-Crofts, 1957.

Oppenheim, Abraham N. QUESTIONNAIRE DESIGN AND ATTITUDE MEASUREMENT. Basic Books, Inc., New York, 1966.

DEMONSTRATION PROGRAM IN READING
Santa Fe Middle School
Phone: 359-7946

Individual Grade Report

Student's Name _____

Teacher _____ Period _____

Quarter 1 2 3 4 Conference: Needed Not Needed

Grade: A B C D F Citizenship: Excellent Good Fair Poor

Goals:	Yes	No
1. Student completes assignments	___	___
2. Student comes prepared for class each day	___	___
3. Student does assignments responsibly	___	___
4. Student's assignments are written clearly	___	___
5. Student has a good attendance record	___	___
6. Student demonstrates a positive attitude	___	___

Student's comment:

Teacher's comment:

FIGURE 10: Individual student grade report form

STUDENT NAME _____
(Last) (First)

GRADE _____

HOMEROOM _____ 19____ –19 ____

Santa Fe Middle School Report Card
MONROVIA UNIFIED SCHOOL DISTRICT
148 West Duarte Road
Telephone 357 1137

SUBJECTS	TEACHER	FIRST QUARTER PROGRESS Ach	Lvl	Citz	Comm	FIRST SEMESTER GRADE Ach	Lvl	Citz	Comm	NEW SUBJECT A/OR TEACHER	THIRD QUARTER PROGRESS Ach	Lvl	Citz	Comm	SECOND SEMESTER GRADE Ach	Lvl	Citz	Comm
LANGUAGE ARTS ENGLISH																	
READING																	
SPELLING																	
PENMANSHIP																	
CREATIVE WRITING																	
SOCIAL STUDIES																	
MATH / ALGEBRA																	
SCIENCE / HEALTH																	
PHYSICAL EDUCATION																	
SHOP / HOME EC																	
ART																	
MUSIC																	
ELECTIVE																	

ACHIEVEMENT
A Excellent
B Above Average
C Average
D Below Average
F Little or No Effort
n c Incomplete

LEVEL OF PRESENTATION
I Above grade level
II At grade level
III Below grade level

CITIZENSHIP
O Outstanding
S Satisfactory
U Unsatisfactory

If conference is desired, please call school for appointment.

COMMENTS
1. Commendable academic effort
2. Shows growth in taking responsibility
3. Works well with others
4. Shows creative talent and skills
5. Shows recent academic improvement
6. Class participation is needed
7. Achievement is not up to ability
8. Inattention is interfering with class work
9. Required materials are not brought to class
10. Assignments are not submitted satisfactorily
11. Insufficient progress to warrant a grade
12. Absence is affecting achievement
13. Test performance poor
14. Talks excessively
15. Unacceptable classroom behavior
16. Disrupts other students
17. Insubordinate
18. Does not dress for PE
19. Does not participate
20. Parent teacher conference requested
21. _____

_____

_____

Parent Signature to indicate report was received.

Please return White, Green and Yellow copies to school.

Days Absent 1st Qr.__ 2nd Qr.__ 3rd Qr.__ 4th Qr.__

Tardy to School 1st Qr.__ 2nd Qr.__ 3rd Qr.__ 4th Qr.__

FIGURE 11: The current District Report Card

BEST COPY AVAILABLE

Santa Fe Reading Center
Monrovia

STUDENT'S IMPROVEMENT RECORD

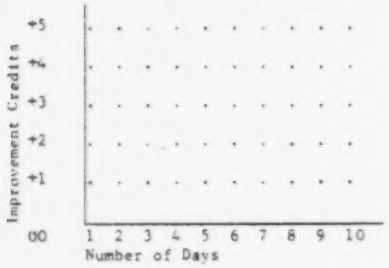
Student's Name ____ Age ____ Grade ____ Teacher

AGREEMENT:

A. I will try to

This Chart Shows How Well You Do

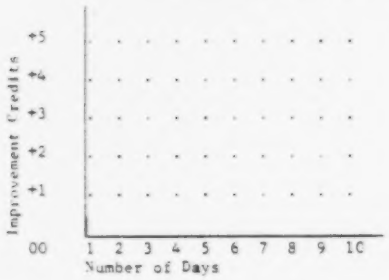
Suggestions:



B. I will try to

Suggestions:

This Chart Shows How Well You Do



Signature of Pupil ____ Signature of Teacher ____

Beginning Date ____ Completion Date ____

FIGURE 12: Student Improvement Record (SIR)

BEST COPY AVAILABLE

READING NAME _____

Check the statements with which you agree:

.5	___1.	I love to read.
1.	___2.	I read books all the time.
2.	___3.	I wish we had more books at home.
6.5	___4.	I don't like to read, but if I need it, I'll try.
8.5	___5.	I like some reading and hate others.
10.5	___6.	I hate to read.
4.	___7.	Reading is important if you want a job.
10.	___8.	Most books are boring.
8.	___9.	I read too slow and get bored.
4.5	___10.	Reading is OK.
3.5	___11.	I want to improve in reading.
1.5	___12.	I am a pretty good reader.
9.	___13.	Most books are usually too hard for me.
2.5	___14.	I like to read if I get the right books.
9.5	___15.	I am a poor reader.
6.	___16.	I don't like to read out loud in class.
11.	___17.	I never read anything.
3.	___18.	I would like to read better and faster.
5.5	___19.	I don't know how I feel about reading.
7.	___20.	In school I don't like most of the textbooks.
0.	___21.	I read at home every day.
7.5	___22.	I can't read very well.
5.	___23.	I like to read a little.

( ) Check the things that interest you:

____Motorcycles	____Baseball	____Clothes
____Cars	____Football	____Friends
____Surfing	____Basketball	____Pets
____Swimming	____Music	____Boys
____Horses	____Art	____Girls
____Biking	____Hiking	_____Other

Which magazines do you like?_____

Which TV shows?_____

FIGURE 13: Reading Attitude Scale (Used by permission of Dr. Harold V. Graham, California State University, Long Beach

BEST COPY AVAILABLE

DIAGNOSTIC PROFILE: READING TEACHER DATE

STUDENT Last First Initial ADDRESS City Zip

BIRTHDATE AGE GRADE SEX: M F PHONE

GROUP READING TESTS

Date	Test	Form	Rate	Voc	Comp			

INDIVIDUAL READING TEST (DRS)

Word Recognition ____ Instr ____
Independent ____ Potential ____
Phonics: (Check weak areas)
Consonant sounds ____ /21
Vowel sounds ____ /10
Consonant blends ____ /15
Common syllables ____ /33
Blending ____ /10
Letter sounds ____ /26
Initial con. sub. ____ /10
Auditory discrim. ____ /10

PLACEMENT TESTS

Date	Test	Placement
	RFU	
	WC	

ACHIEVEMENT TESTS

Date	Test			

PHYSICAL FACTORS

Date	Test	Results
	Vision	OK Referral
	Wears Glasses:	Yes No
	Hearing	OK Referral
	Wepman	/30x /10y
	Speech	

ACADEMIC FACTORS

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading													
Eng/spel													
Math													
Special Classes													
Absences													

PERSONALITY FACTORS

Interests:

Behavior:

Attitude Scale: Pre- Post-

Self-esteem: High Average Low

WHAT IS THE MAIN PROBLEM?

REMEDIATION

M						
T						
W						
TH						

FIGURE 14: Used by permission of Dr. Harold V. Graham, California State University, Long Beach

SUGGESTED TESTS FOR ASSESSMENT

The annotations were prepared in 1977 - 78 by the Santa Fe staff with additional input from the following:

Ann Glaser, Project Director, Demonstration Program in Reading, De Anza Junior High School, Ontario, California

Lewis Prilliman, Project Director, Demonstration Program in Mathematics, Franklin Junior High School, Long Beach, California

Dorothy Ross, Project Director, Demonstration Program in Reading, Santa Barbara Junior High School, Santa Barbara, California

CALIFORNIA ACHIEVEMENT TEST - CTB/McGraw Hill

Group test may be used to obtain norm-referenced and criterion reference of student achievement.

CLASSROOM READING INVENTORY (Silvaroli) - William C. Brown Company

Individual reading diagnostic tests for use with students in grades one through six. Contains graded word lists and oral reading paragraphs.

DEVELOPMENTAL TEST OF VISUAL PRECEPTION (Frostig) - Consulting Psychologists Press

Individual or group test to be used as a screening device for visual perception problems. Appropriate for nursery school, kindergarten, and first grade children. Can also be used as a clinical evaluative instrument for older children who have learning difficulties.

DURRELL ANALYSIS OF READING DIFFICULTY - Harcourt, Brace, Jovanovich, Inc.

Individual diagnostic reading test appropriate for non-readers through sixth grade reading ability. Contains oral and silent reading paragraphs; listening comprehension tests; word lists for word recognition and word analysis; visual memory and auditory analysis tests; spelling and handwriting tests.

GILMORE ORAL READING TEST - Harcourt, Brace and World, Inc.

Individual diagnostic reading test appropriate for grades one through eight. Tests oral reading performance and rate.

GRAY ORAL READING TEST - Bobbs-Merrill Company, Inc.

Individual diagnostic reading test appropriate for grades one through high school. Contains thirteen oral reading paragraphs.

PHONICS CRITERION TEST (Fry) - Dreier Educational Systems

Individual diagnostic test in phonics. Appropriate for grades one through high school. Covers 99 letter/sound relationships.

PSYCHOEDUCATIONAL INVENTORY OF BASIC LEARNING ABILITIES (Valett) - Fearon Publishers
Individual test used to identify students with learning disabilities. Appropriate for elementary through junior high age. Contains tasks to evaluate 53 basic learning abilities. Requires extensive supplementary materials. Its major use is with exceptional children for whom highly specific instruction must be devised.

READING MISCUE INVENTORY - MacMillan Company

Individual diagnostic test to determine reading strengths and weaknesses by a qualitative analysis of word recognition errors. Individual linguistic styles and dialects are assessed and evaluated.

SLOSSON DRAWING COORDINATION TEST (SDCT) - Slosson Educational Publications

Group test designed to serve as a screening instrument to identify individuals with possible perceptual disorders where eye-hand coordination is involved. Appropriate for all ages. Ten to fifteen minutes to administer.

SLOSSON ORAL READING TEST - Slosson Educational Publications

Individual quick assessment of reading level through the use of ten graded word lists. Appropriate for grades one through high school.

SPACHE DIAGNOSTIC READING SCALES - McGraw-Hill, Inc.

Individual diagnostic reading test appropriate for non-readers through sixth grade. Contains word recognition lists, paragraphs for oral and silent reading and phonics test.

STANFORD DIAGNOSTIC READING TEST - Harcourt, Brace, Jovanovich, Inc.

Group reading diagnostic test that measures comprehension, vocabulary, syllabication, sound discrimination, blending and rate. Available in three levels. Appropriate for students from grades 2.5 - 4.5 (Level I), grades 4.5 - 8.5 (Level II and grades 9 - 12 (Level III).

VERBAL OPPOSITES - Public School Publishing Company

A quick assessment to find out verbal achievement level. Appropriate for junior high school students.

WIDE RANGE ACHIEVEMENT TEST (WRAT) - Guidance Associates

Individual achievement test in reading, spelling and arithmetic. Appropriate for pre-schooler through college age. Useful to obtain a quick assessment of basic skills.

SUGGESTED MATERIALS

NAME	READING LEVEL	PUBLISHER
Action Libraries (Kit - 15 Titles)	2.0 - 3.9	Scholastic Book Services
Action Units (Kit)	2.0 - 3.9	Scholastic Book Services
Adventures and Suspense	7.0 - 12.0	Scholastic Book Services
Basic Thinking Skills	Gifted	S & A School Products
BFA Comprehension, Lab F	2.0 - 5.0	BFA Educational Media
Bluejeans Paperbacks	5.0 - 6.0	Xerox Educational Publications
Breakthrough Paperbacks	1.0 - 6.0	Allyn & Bacon, Inc.
Cars and Cycles	2.0 - 4.5	Bowmar
Career Games (Kit)	8.0 - adult	Educational Progress Corp.
Cassette Activity Books	4.0 - 6.0	Weiser Educational Corp.
Cassette Classics	3.0 - 12.0	Jabberwocky
Chillers and Thrillers	4.0 - 6.0	Scholastic Book Services
Clues (tapes)	2.0 - 5.0	Educational Progress Corp.
Clues, Advanced	3.0 - 6.0	Educational Progress Corp.
Composition Skill Program	Intermediate	Encyclopedia Britannica
Comprehension Skills	4.0 - 12.0	Jamestown Publishers
Controlled Reader (Machine)		Educational Developmental Lab
Controlled Reading	2.5 - 13.9	Educational Developmental Lab
Countdown (workbooks)	4.0 - 6.0	Scholastic Book Services
Countries and Cultures	4.5 - 9.5	Science Research Associates
Double Action	4.0 - 4.9	Scholastic Book Services
Drama Unit	7.0 - 12.0	Scholastic Book Services
Easy to Read California Driver's Handbook		Academic Therapy Publications
Effective Writing Skills	4.0 - 6.0	Educational Materials Unlimited
EDL Flash-X (Tachistoscope)		Educational Developmental Lab
Encounters		Globe Book Company
Everyday English	E.S.L.	Voluntad Publishing, Inc.
Eye Gate Instructional Materials		Eye Gate House
Fast Wheel Series (paperbacks)	3.0 - 4.0	Lewsing Press, Inc.
Fortune Telling	7.0 - 12.0	Scholastic Book Services
Galaxy 5 Paperbacks	3.0	Fearon-Pitman, Publishers
Getting into Literature	5.0 +	Educational Insights
Hoffman Program	1.0 - 6.0	Gould Inc., Educational Systems
Holt's Impact Series	Jr. High	Holt, Rinehart & Winston, Inc.
Illustrated Classics (King Classics, Library I)	4.0 - 5.0	King Features
Impact On Reading	3.0 - 7.0	Holt Rinehart & Winston, Inc.
The Jobs Book	4.0 - 6.0	Scholastic Book Services
The Jobs Box	Jr. High	Fearon-Pitman Publishers, Inc.
Kid's Stuff	Jr. High	Teacher's Exchange of San Francisco
Listening Progress Lab (Series 7, 8, 9)	7.0 - 9.0	Educational Progress Corp.
Major Sports Books	2.0 - 4.5	Bowmar

NAME	READING LEVEL	PUBLISHER
Manpower (Kit)	4.0 - 11.9	Science Research Associates
McCall-Crabbs	2.0 - 12.0	Educational Progress Corp.
MCP Skill Booster	3.0 - 6.0	Modern Curriculum Press
Monsters Books	3.0 - 5.0	Crestwood House
New Practice Readers	2.0 - 8.0	Webster Division, McGraw-Hill
New Reading Skills Practice Pad	1.0 - 6.0	Reader's Digest Educational Division
NFL Reading Kit	2.0 - 4.5	Bowmar
Now Age Illustrated Classic Comics	3.5 - 4.5	Pendulum Press, Inc.
Our Story (Kit)	3.0 - 8.9	Science Research Associates
Pacemaker True Adventures	2.0 - 2.5	Fearon-Pitman Publishers
Pal Paperback Kits	.5 - 1.5	Xerox Educational Publications
Personal Narrative	7.0 - 12.0	Scholastic Book Services
Picto-Cabulary Series	1.0 - 2.0	Barnell Loft, Ltd.
	4.0 - 6.0	
Plays for Reading	2.0 - 8.0	Educational Progress Corp.
Point 31 (3 sets)	.0 - 4.9	Reader's Digest Educational Division
Reach Kit	4.0 - 6.0	The Economy Company
Read and Succeed Posters		Robert Jacobson Design
Reader's Digest New Advanced	7.0 Book 1	Reader's Digest Educational Division
Skill Builders	8.0 Book 2	
	9.0 Book 3	
Reading Attainment System	2.0 - 4.0	Grolier Educational Corp.
Reading for Concepts	1.6 - 6.7	Webster Division, McGraw-Hill
Reading for Survival Series	K - 8.0	Globe Book Company
Reading for Understanding	2.8 - 14.0	Science Research Associates
Reading Skills for the Content Area	3.0 - 6.0	BFA
Scope Skills Books	4.0 - 6.0	Scholastic Book Services
Selections from the Black	6.0 - 8.0	Jamestown Publishers
Simulations	5.0 - 8.0	Interact
Skits for Skills, Kit D	7.0 - 12.0	Jabberwocky
Specific Skills Series	1.0 - 8.0	Barnell Loft, Ltd.
Spell It Out	3.0 - 5.0	Globe Book Company
Sprint Libraries	2.5 - 2.9	Scholastic Book Series
Super BB (kit)	5.0	Science Research Associates
Supportive Reading Skills	1.0 - 6.0 (A - F)	Dexter & Westbrook, Ltd.
	7.0 - 9.0 (Adv.)	
Target Reading Books	3.0 - 7.0	Laidlaw Brothers, Publishers
Timed Readings, Levels 1, 2, 3	6.0 - 8.0	Jamestown Publishers
Trackdown	4.0 - 6.0	Scholastic Book Services
Triple Action	4.0 - 6.0	Scholastic Book Services
Troll Reading Programs	6.0 - 8.0	Troll Associates
Visual Perception Cards		Academic Therapy Publications
Vocabulab 3	6.0 - 12.0	Science Research Associates
Vocabulary Improvement Practice	4.0 - 9.0	Harcourt, Brace, Jovanovich, Inc.
Vocabulary Skills in the Content Area	4.0 - 6.0	Bowmar

NAME	READING LEVEL	PUBLISHER
We Are Black (Kit)	2.0 - 6.0	Science Research Associates
Webster Word Wheels	3.0 - 8.0	Webster Division, McGraw-Hill
Word Clues Series	7.0 - 10.0	Educational Developmental Lab
Wordcraft	4.0 - 10.0	Communicad
Word Games, Book 2A	6.0 - 8.0	Teacher's Exchange of San Francisco
Word-O-Rama	5.0 - 9.0	Dexter & Westbrook, Ltd.
Word Puzzles and Mysteries	4.0 - 6.0	Scholastic Book Services
World of Jungle Books	6.0 - 9.0	Eye Gate Media
World of Just-So Stories	6.0 - 9.0	Eye Gate Media
World of Vocabulary	3.0 - 6.7	Globe Book Company
The Writer's Craft	4.0 - 6.0	Science Research Associates
Writers' Laboratory	6.0 - 9.0	Science Research Associates

COMMERCIAL GAMES

GAME	SKILL	PUBLISHER
Boggle	Spelling/Vocabulary	Parker Brothers
Careers	Comprehension/Vocabulary	Parker Brothers
Dig	Spelling/Vocabulary	Parker Brothers
Gold Cup Series	Comprehension/Vocabulary	Bowmar
1. Bicycle Rally		
2. Dune Buggy Rally		
3. The Great Balloon Race		
4. Horse Trail Ride		
5. Minibike Gran Prix		
6. Motorcycle Moto Cross		
Password	Vocabulary	Milton Bradley
Perquacky	Spelling/Vocabulary	Lakeside Industries
Phonetic Quizmo	Phonics	Milton Bradley
Probe	Spelling/Vocabulary	Parker Brothers
Scan	Perception	Parker Brothers
Scrabble	Spelling/Vocabulary	Selchow & Righter Co.

PUBLISHERS' ADDRESSES

Academic Therapy Publications
20 Commercial Blvd.
Novato, California 94947

Allyn & Bacon, Inc.
Western Division
7280 Blue Hill Drive, Suite 5
San Jose, California 95129

BFA Educational Media
A Division of CBS, Inc.
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, California 90406

Barnell Loft, Ltd.
958 Church Street
Baldwin, New York 11510

Bowmar Publishing Company
4563 Colorado Blvd.
Los Angeles, California 90039

Communicad
The Communications Academy
Box 541
Wilton, Connecticut 06897

Crestwood House
Highway 66 South
P.O. Box 3427
Mankato, Minnesota 56001

Dexter & Westbrook, Ltd.
958 Church Street
Baldwin, New York 11510

The Economy Company
P.O. Box 25308
Oklahoma City, Oklahoma

Educational Development Lab
A Division of McGraw-Hill
8171 Redwood Highway
Novato, California 94947

Educational Insights
c/o Educational Materials Unlimited

Educational Materials Unlimited
1332 San Marcos Place
Chino, California 91710

Educational Teaching Aids
159 W. Kinzie St.
Chicago, Illinois 60610

Encyclopedia Britannica Educational Corp.
425 N. Michigan Ave.
Department 10 A
Chicago, Illinois 60610

Eye Gate Media
146-01 Archer Ave.
Jamaica, New York 11435

Fearon-Pitman Publishers, Inc.
6 Davis Dr.
Belmont, California 94002

Globe Book Company
50 West 23rd St.
New York, New York 10010

Gould, Incorporated
Educational Systems Division
4423 Arden Drive
El Monte, California 91731

Grolier Educational Corporation
845 Third Ave.
New York, New York 10022

Harcourt, Brace, Jovanovich
1001 Polk St.
San Francisco, California 94109

Holt, Rinehart & Winston, Inc.
CBS, Inc.
383 Madison Ave.
New York, New York 10017

Interact
Box 262
Lakeside, California 92040

Jabberwocky
4 Commercial Blvd.
Novato, California 94947

Jamestown Publishers
P.O. Box 6743
Providence, Rhode Island 02940

King Features
Educational Division
Department 1286
235 East 45th St.
New York, New York 10017

Laidlaw Brothers Publishers
A Division of Doubleday & Co., Inc.
Thatcher and Madison
River Forest, Illinois 60305

Leswing Press, Inc.
P.O. Box 3577
San Rafael, California 94901

Charles E. Merrill Publishing Company
A Bell and Howell Company
1300 Alum Creek
Columbus, Ohio
43216

Modern Curriculum Press
13900 Prospect Road
Cleveland, Ohio 44136

New Reader's Press
P.O.Box 131
Syracuse, New York 13210

Pendulum Press, Inc.
The Academic Building
Saw Mill Road
West Haven, Connecticut 06516

Reader's Digest Educational Division
Reader's Digest Services
Pleasantville, New York 10470

Robert Jacobson Design
1504 W. University Heights Dr. N.
Flagstaff, Arizona 86001

S & A School Products
2742 W. Orangethorpe Ave.
Fullerton, California 92633

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Science Research Associates, Inc.
259 Erie Street
Chicago, Illinois 60611

Sun Dance Paperback Distributors
Newton Road
Littleton, Massechusetts 01460

Teacher's College Press
Columbia University
1234 Amsterdam Ave.
New York, New York 10027

Teacher's Exchange of San Francisco
600 35th Avenue
San Francisco, California

Troll Associates
320 Route 17
Mahwah, New Jersey 07430

Voluntad Publishers, Inc.
National Textbook Co.
8259 Niles Center Rd.
Skokie, Illinois 60077

Webster Division
McGraw-Hill Book Company
8171 Redwood Highway
Novato, California 94947

Weiser Educational Company
P.O. Box 538
El Toro, California 92630

Xerox Educational Publications
1250 Fairwood Avenue
P.O. Box 444
Columbus, Ohio 43216